DOCUMENT RESUME

ED 172 889 JC 790 439

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| TITLE | Vocational Education Operational Policies: Supplementary Information for the Implementation of the Education Amendments of 1976 Title II, Vocational Education (P.L. 94-482 and P.L. 95-40). |
| INSTITUTION | California Community Colleges, Sacramento. Office of the Chancellor. |
| PUB DATE | Jun 79 |
| NOTE | 26p. |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Community Colleges; *Educational Finance; *Eligibility; Federal Aid; Federal Legislation; *Federal Regulation; *Financial Support; *Junior Colleges; Program Budgeting; Program Development; *Vocational Education |
| IDENTIFIERS | *Vocational Education Amendments 1976 |

ABSTRACT

These guidelines for expenditures in vocational education programs were designed to provide assistance to community college districts in determining the types of expenditures allowable under PL 94-482 and PL 95-40, Title II of the 1976 Education Amendments on Vocational Education. General information is provided on maintenance of effort or per student expenditures, supplanting of funds, and use of matching funds and in-kind contributions. Formulas are provided for determining pro rate students, excess costs, and administrative and personnel costs, as well as methods for allocating matching funds. Allowable uses of basic grant funds are outlined in the areas of improvement, expansion, new manpower and program needs, and maintenance of effort. Specific activities which are fundable under various subparts of the Vocational Education Act are described, including activities relating to program administration, sex fairness, non-English-speaking students, economically and educationally disadvantaged students, handicapped students, and programs for economically depressed areas. General guidelines are provided for Cooperative Vocational Education Programs, Work Study Programs, Support Services for Women, Guidance Counseling and Placement Services. The guidelines explain appropriate activities, use of matching funds, and required documentation. (DR)

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# Vocational Education Operational Policies

## Supplementary Information for the Implementation of the Education Amendments of 1976 Title II, Vocational Education

(P.L. 94-482 and P.L. 95-40)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JC 790 439

**CHANCELLOR'S OFFICE**
CALIFORNIA COMMUNITY COLLEGES
SACRAMENTO

**June 1979**

VOCATIONAL EDUCATION OPERATIONAL POLICIES
Guidelines to Expenditures Under
PL 94-482 and PL 95-40
June 1979

## PURPOSE

These guidelines have been developed to provide assistance to Districts in determining the types of expenditures allowable under PL 94-482 and PL 95-40. It supplements "Criteria and Guidelines for Use of VEA National Priority Funds" published March 1978.

Information provided herein is not intended to be all inclusive. If a district wishes to use funds for an activity that is not listed, the regional specialist servicing that district should be contacted before Federal funds are allocated to it. Contacting the specialist will serve three purposes:

a. The District will be spending funds in accordance with the Regulations
b. Permissible activities not listed can be added to this document
c. The District will be avoiding possible audit exceptions

This document will also serve as a guide to auditors in determining the legality of expenditures.

The district should use this guide in conjunction with the Federal Registers of Monday, October 3, 1977, and Monday, March 27, 1978. Questions relating to definition of terms may be answered in these Federal Registers or in Appendix F of the Five-Year State Plan.

## GENERAL INFORMATION

### MAINTENANCE OF EFFORT

The state and districts will maintain a per student expenditure or aggregate expenditure for vocational education that is equal to at least 95 percent of the expenditures for vocational education in the second preceding fiscal year, except where the State may demonstrate exceptional circumstances.

SUPPLANTING occurs when the LEA reduces its total local vocational education fiscal effort as the result of the receipt of Federal funds. Since only the total effort determines whether or not supplanting occurs, Federal funds could be used to pay a teacher's salary previously paid out of local funds if the total local amount expended is as great or greater than in the second preceding fiscal year.

### MATCHING

State and local funds used for matching VEA Federal dollars may not be used to match other Federal grants. Only actual direct costs may be used for VEA expenditures and for matching. In-kind matching is not permissible.

IN-KIND contributions represent the value of noncash contributions provided by the district. In-kind contributions may consist of charges for real property and non-expendable personal property, and the value of goods to the federally-supported activity.

PRO RATE

Divide the total number of students by the total direct costs to determine the cost per student. This cost times the number of vocational students is the vocational cost of the activity.

EXCESS COST

Cost of services provided special needs students to enable them to succeed in their vocational program. These costs are not a part of the regular program and the services provided are not provided to all students.

ADMINISTRATION

The cost of personnel performing administrative and supervision activities under Subpart 2 and Subpart 3 may be used in the formula that determines the amount of VEA funds that may be used for administrative purposes. The formula to be used is reported in the Instructions for Preparing and Submitting an Application for Funds. The Federal funds spent for administration cannot exceed 20% of the total Subpart 2 and Subpart 3 allocation to the District.

PERSONNEL

Services by vocatinal education personnel must be supported by a job description which provides an explanation of the activities that person is expected to perform. Documentation to substantiate the performance of these activities should be available for audit purposes.

All certified personnel supported in whole or in part (including matching) must meet the Five-Year State Plan standards for credential and experience.

MATCHING

The total of Subpart 2 and Subpart 3 activities funded with State and local funds may be used to match the Federal funds allocated to Subpart 2 and Subpart 3 on a 50-50 basis.

Disadvantaged

The total of Subpart 2 and Subpart 3 direct costs funded by State and local funds may be used to match the Federal funds allocated to Subpart 2 and Subpart 3 on a 50-50 basis.

LES/NES

The total of Subpart 2 and Subpart 3 direct costs funded by State and local funds may be used to match the Federal funds allocated to Subpart 2 and Subpart 3 on a 50-50 basis.

Handicapped

The total of Subpart 2 and Subpart 3 direct costs funded by State and local funds may be used to match the Federal funds allocated to Subpart 2 and Subpart 3 on a 50-50 basis.

USE OF BASIC GRANT FUNDS UNDER SUBPART 2

Improvement

1. Equipment replacement
2. New equipment
3. Media materials to improve instruction
4. Supplies needed to operate the new equipment for the first year of operation
5. Additional personnel

Expansion

1. Cost of an additional class section
2. Program is established on another campus in a multi-campus district
3. Tutors, instructional aides, classroom assistants

New and Emerging Manpower Needs

1. New program* based on changing manpower needs in the district

New Program

(a specific identifiable program within a program area)

Federal support of programs for new and emerging manpower needs. This support is over and above any income generated by that program.

1. First year, up to 100% of cost
2. Second year, up to 75% of cost
3. Third year, up to 50% of cost
4. After the third year, the maintain where necessary provisions shall apply.

Maintain Where Necessary in Program Areas

( 2 digit code programs such as 01, ag; 04, distributive, etc.)

Programs developed in one fiscal year may be funded in succeeding years if the following criteria are met:

1. The specific program shows a residual cost
2. Federal funds do not exceed the amount of that program residual cost

Maintenance of Effort

A district will expend no less than 95% of previous year's expenditure for vocational education.

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* New programs need approval by the Chancellor's Office following the procedures in "Program and Course Procedures in California Community Colleges," April, 1977.

## ACTIVITIES FUNDABLE UNDER SUBPART 2

## ADMINISTRATION

### ACCEPTABLE ACTIVITIES

Allocation of Federal funds is limited by the Administrative Formula

1. Salaries:

   Vocational administrator
   Program supervisors (i.e., Department or Division Chairpersons)
   These salaries may be included either here or in the program area. If included here, must be reported under administration in the claim.

   Supervision of disadvantaged program ( May be taken out of disadvantaged )
   Supervision of handicapped program ( and handicapped allocation but the)
   ( total spent for administration )
   ( cannot exceed that available under)
   ( the formula. )

   Clerical support to the above persons
   Vocational advisory costs
   Annual and long range planning
   Program/service evaluation
   Monitor and review
   Data gathering and reporting
   Fiscal reporting such as claims
   Meetings where the primary purpose is directed toward the management of Federal grants
   Federal funds may be used to support the travel and per diem costs of the person responsible for the administration of the grants even though that person does not meet State Plan specifications

## ACTIVITIES FUNDABLE UNDER SUBPART 2
## SEX FAIRNESS

The following instructional activities may be considered improvement:

1. Provide staff (classified and certificated) to revise instructional materials used in classrooms
   a. Release time
   b. New hire
   c. Overload

2. Purchase of textbooks and vocational library books that reflect sex fairness

3. Hire teachers in nontraditional vocational programs
   a. Female for traditional male program
   b. Male for traditional female program

4. Guest lecturers from nontraditional jobs

5. Develop job slots in work experience in nontraditional jobs

6. Develop non-sexist curriculum materials for work experience education programs

7. Support services for men and women enrolled in nontraditional programs (e.g. women in welding, men in nursing)

NATIONAL PRIORITY FUNDS UNDER SUBPART 2

GENERAL INFORMATION

MATCHING

1. Only direct costs may be used to match on a dollar for dollar basis
2. Subparts 2 and 3 costs may be added and matched as a unit
3. Federal funds must be used in the category for which funded
   (Subpart 2 funds must be used for Subpart 2 activities)
4. Disadvantaged funds may be transferred to LES to be used for LES programs/ services and matched with local and State LES funds
5. Matching funds must be State or local funds and must meet the same requirements as the Federal funds

EXCESS COST

1. Costs must be for services regular students do not receive
2. Matching costs must also be excess costs
3. Separate specialized program
   a. To the extent a separate specialized vocational education program is warranted, the entire separate specialized program may be funded in full from the Federal and matching State and local funds
      (1) The average statewide (State and local) expenditure per student must equal or exceed the average per student expenditure for non-disadvantaged or non-handicapped students

   b. The Federal funds claimed are for costs in excess of apportionment

LEARNING CENTERS

Acceptable Activities

1. Remedial and instructional materials purchased for vocational students
2. Tutors and aides assigned to vocational students
3. Instructors assigned to the Learning Center who work with vocational students who have been previously identified as disadvantaged or LES
4. Clerical support to these instructors, tutors, and aides.

IDENTIFICATION OF STUDENTS AS VOCATIONAL

1. Self-identification
   a. Application for admission into vocational education program (declared major)
   b. Current enrollment in a vocational education program (in one or more vocational classes)

2. Professional judgment of instructor or counselor
   a. Unable to meet prerequisites for vocational education program and plan to enter such a program upon completion of remedial course/program is in writing
   b. Student is currently failing or in danger of dropping out of a vocational education program

3. Identified by SAM as being in a vocational program

4. Student has completed all courses required for vocational major and is currently taking required electives as listed in college catalog

DOCUMENTATION

1. Students are identified as disadvantaged (academic or economic)
2. Students are identified as LES (academic)
3. Students are identified as handicapped (academic)
4. Students are in a vocational program or accepted for enrollment in a vocational program (acceptance is in writing)
   a. Vocational subject as identified by SAM
   b. Advisory committee minutes indicate subject is required for student to succeed on entry level job
   c. College catalog
5. Written record of service provided student
5. Results of the service are documented (positive/negative)

MATCHING SOURCES FOR NATIONAL PRIORITY ACTIVITIES
(Excess Cost Activities)

DISADVANTAGED

Learning Center

Deduct all contributing Federal funds from the total direct cost of operating the Center and determine the per student cost. This cost times the number of identified vocational students using the learning center may be used for matching. Documentation as previously outlined shall be available for the vocational students.

Financial Aids Office

Deduct all contributing Federal funds from the total direct cost of operating the Center and determine the per student cost. This cost times the number of identified vocational students using the financial aids office may be used for matching.

EOPS

Using the direct costs paid with district and state funds to operate the EOPS office, determine the per student cost. This cost times the number of identified vocational students utilizing this service may be used for matching.

Direct grants to vocational students (nonfederal funds)

Tutoring of vocational students (must meet documentation requirements)

Peer counseling of vocational students (must meet documentation requirements)

HANDICAPPED

Those costs under Section 84850 of the Education Code that provide services to vocational handicapped students may be used for matching.

Matching for Subpart 2

1. Special facilities (lease or rental)
2. Special educational materials (vocational)
3. Educational assistance in a vocational program
4. Mobility assistance
5. Transportation

Matching for Subpart 3

1. Program accountability
2. Program developmental services

Handicapped Services Office

Costs to coordinate the handicapped program may be determined on a per student basis. This cost times the number of identified vocational students may be used for matching.

COUNSELORS

Expenses of counselors assigned to serve vocational disadvantaged and handicapped students by providing services over and above those provided the regular students may be used for matching.

## ACTIVITIES FUNDABLE UNDER SUBPART 2 OR SUBPART 4
## EDUCATIONALLY DISADVANTAGED AND LES/NES STUDENTS

ACCEPTABLE ACTIVITIES

1. Instructional aides in classes
2. Tutoring
3. Programs or services designed to provide remedial reading, writing, or math to vocational students
4. Vocational instructional materials designed for students unable to perform at grade level
5. Equipment is unique to a program or used for an unique purpose
6. Instructors teaching a specially designed program
7. Individualized learning modules
8. Additional time and/or flexible scheduling, including extension of day, week, or year
9. Program coordination

LES/NES STUDENTS

Activities designed for these students will be designed to help them overcome their language problem. (instructional aides would be bilingual, tutors would be bilingual, instructional materials could be bilingual, etc.)

10. Translations of vocational materials into languages other than English
11. ESL program designed especially for vocational students and contains vocational instruction components

CRITERIA FOR SPECIAL CLASSES
(Federal Register, Voc. Ed., 43, No. 59, March 27, 1978)

1. Students cannot be mainstreamed even with extra support
2. Class is used exclusively for disadvantaged or LES/NES students
3. Cost per disadvantaged or LES/NES student must match or exceed average per student expenditure for non-disadvantaged students
   a. State-wide average
   b. District average
4. Income generated by the program must be allocated to that program

ACTIVITIES FUNDABLE UNDER SUBPART 2 OR SUBPART 4
ECONOMICALLY DISADVANTAGED STUDENTS

ACCEPTABLE ACTIVITIES

1. Purchase of books and supplies for disadvantaged students which are normally expected to be purchased by the student (Federal government retains title to books and nonexpendable supplies and district maintains the records)
2. Work study (Subpart 2 only)
3. Transportation
4. Special class designed to help such students obtain job skills in a shorter time than in a regular class.
   a. Open-entry, open-exit
   b. Block program
   c. Class conducted in an area which minimizes student travel

CRITERIA FOR SPECIAL CLASSES
(Federal Register, Voc. Ed., 43, No. 59, March 27, 1978)

1. Students cannot be mainstreamed even with extra support
2. Vocational class is used exclusively for disadvantaged students
3. Cost per disadvantaged student must match or exceed average per student expenditure for non-disadvantaged students
   a. State-wide average
   b. District average
4. Income generated by the program must be allocated to that program

ELIGIBLE STUDENTS

1. Income under national poverty level
2. Parent or student unemployed or receiving public assistance
3. CETA and WIN students
   (Allowances received are for the express purpose of permitting students to attend school)
4. Eligible for EOPS grant or stipend

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## ACTIVITIES FUNDABLE UNDER SUBPART 2
## HANDICAPPED STUDENTS

ACCEPTABLE ACTIVITIES

1. Interpreters for the deaf
2. Readers for the blind
3. Mobility assistance
4. Transportation
5. Tutors or remedial classes for those with diagnosed learning disabilities
6. Special equipment
7. Modification of a piece of equipment
8. Modification of a table, desk, lab station to enable a handicapped person to perform

CRITERIA FOR SPECIAL CLASSES
(Federal Register, Voc. Ed., 43, No. 59, March 27, 1978)

1. Students cannot be mainstreamed even with extra support
2. Vocational class is used exclusively for handicapped students
3. Cost per handicapped student must match or exceed average per student expenditure for non-handicapped students
   a. State-wide average
   b. District average
4. Income generated by the program must be allocated to that program

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS
SUBPART 2

PRIORITY

1. Must be programs in areas that have high rates of school dropouts or youth unemployment
   a. College dropout
   b. Youth unemployment per EDD

USE OF FUNDS

1. Establish a cooperative vocational education program
2. Expand cooperative vocational education
   a. Additional personnel (certificated, job developers, clerical)
   b. Additional costs due to more students
3. Programs which include students enrolled in nonprofit private schools
4. Ancilliary services and activities
   a. Pre-service and in-service training for teacher coordinators and supervisors
   b. Curriculum materials
   c. Travel of students to job
   d. Travel of coordinators to job sites
   e. Program evaluation
   f. Student follow up of those having completed and left program

MATCHING

Federally supported up to 100% if students from private nonprofit schools are enrolled.

May be matched with the total instructional program costs under Subpart 2 basic grant.

ACCOUNTABILITY FILE

1. Letters to non profit private postsecondary institutions offering cooperative vocational education to their students
2. Answer either in writing or dated resume of telephone call accepting or rejecting offer
3. Written training agreements for each student

DISTRICT FINANCED COOPERATIVE VOCATIONAL EDUCATION PROGRAM

If program is operated exclusively with district funds, district will not need to offer program to private postsecondary institutions.

## WORK STUDY PROGRAMS

## SUBPART 2

REQUIREMENTS

1. Student has been accepted for enrollment as a full-time student in vocational education.
   a. Acceptance must be in writing
   b. A high school student may be accepted for fall and provided full time work study during the summer
2. Student is enrolled full time in a vocational program
   a. Student is in good standing
3. Student must be under 21 years of age at commencement of employment
4. Student must be able to work and maintain good grades
5. Student must need earnings to continue in school
   a. Financial aid request forms are on file
6. Maximum hours of work is 20 hours a week when classes are in session
   a. May work full time in weeks classes are not in session
7. Employing agencies
   a. College district
   b. Public agency
   c. Private nonprofit agency
8. District must show current expenditures from state and local funds for work study employment of students to be not less than average annual expenditure during 3 fiscal years preceding current fiscal year

MATCHING

1. If disadvantaged Subpart 2 funds are used, matching funds must be for the disadvantaged
2. If basic grant Subpart 2 funds are used, expenditures matching basic grant may be used
3. Maintenance of effort applies (See paragraph 8 above)

DOCUMENTATION

Written records showing the requirements have been met are on file.

SUPPORT SERVICES FOR WOMEN
SUBPART 2

USE OF FUNDS

1. Counseling
   a. Women enrolled in non-traditional vocational programs provided counseling on how to overcome difficulties encountered
   b. Assist women in adjusting to new employment requirements

2. Job Development
   a. Locate jobs
   b. Provide materials and information concerning world of work in non-traditional jobs
   c. Range of jobs available
   d. Job development support services
      (1) Persons employed in non-traditional jobs utilized as speakers
      (2) Field trips

3. Job Follow-up Support
   a. Assist women students to find employment in non-traditional jobs
   b. Follow-up services to help them succeed
4. Increase the numbers of women instructors in non-traditional fields

MATCHING

1. May be matched with the total instructional program costs under Subpart 2 basic grant

DOCUMENTATION

1. Records show women are in a non-traditional vocational program (Enrollment is 80% or more male)
2. Services provided are documented
   a. Counseling
   b. Job development
   c. Job follow-up support
3. Costs must be directly attributable to services provided

VOCATIONAL EDUCATION PROGRAMS FOR DISPLACED HOMEMAKERS

SUBPART 2

SPECIAL GROUPS

1. Persons were homemakers and now need to go to work
   (Persons whose marriage has been dissolved)
2. Single heads of household lacking job skills
3. Currently homemakers and part-time workers who wish to work full time
4. Women in traditional female jobs desiring to enter a nontraditional occupation
5. Men in traditional male jobs desiring to enter a nontraditional occupation

CONTENT OF PROGRAM

Program must contain all of the following:

1. Vocational training
   a. May be a regular vocational program
   b. May purchase and maintain equipment
2. Course in how to seek employment
3. Placement services for graduates

MATCHING

1. May be matched with the total instructional program costs under Subpart 2 basic grant

DOCUMENTATION

1. Document cost of training displaced homemakers in vocational classes
2. Records verifying placement services for displaced homemakers
3. Records verifying that a course in how to seek employment is available to displaced homemakers

## DAY CARE SERVICES FOR CHILDREN OF STUDENTS

### SUBPART 2

RESTRICTIONS

1. District must provide special justification of need when submitting application
2. Must have approval

DOCUMENTATION

1. Parents of children receiving service are in a vocational program
2. Services provided are governed by the Federal Interagency Day Care Requirements
3. Evidence that no other funds are available

MATCHING

May be matched with the total instructional program costs under Subpart 2 basic grant.

## PLACEMENT SERVICES FOR STUDENTS WHO HAVE SUCCESSFULLY COMPLETED VOCATIONAL EDUCATION PROGRAMS

### SUBPART 2

RESTRICTIONS

1. Must be approved by the Board of Governors
2. Must show no other sources of funds are available
3. Must show no other placement agency is available

MATCHING

May be matched with the total instructional program costs under Subpart 2 basic grant.

DOCUMENTATION

Written records documenting that the restrictions have been complied with and no other source of funds is available.

CONSTRUCTION

SUBPART 2

RESTRICTIONS

1. District must provide special justification of need including evidence
   a. 75% of building will be used for vocational education
   b. No other source of funds is available for remodeling

2. Must have approval

3. If cost is $2,000 or more, must abide by Davis-Bacon regulations

DEFINITION

1. Construction includes
   a. Construction of new building
   b. Acquisition, expansion, remodeling and alteration of existing buildings
   c. Site grading and improvement
   d. Architect fees

DOCUMENTATION

1. Records must show that at least 75% of the building being constructed will be used for vocational education
   a. Must have a construction schedule

2. Evidence that an effort has been made to obtain remodeling funds from other sources

MATCHING

May be matched with the total program costs under Subpart 2 and Subpart 3, excluding national priority programs/services.

## VOCATIONAL GUIDANCE AND COUNSELING

## SUBPART 3

Federal funds shall be used in one or more of the following eight activities:

1. Initiation, implementation, improvement of vocational guidance and counseling
   a. Additional staff to ongoing program

2. Vocational counseling for children, youth, adults
   a. Recruitment
   b. Peer counseling

3. Services for students in vocational education
   a. Educational and job placement programs
   b. Follow-up services

4. Counselor training
   a. Acquaint persons with changing work patterns of women
   b. How to overcome occupational sex stereotyping
   c. Assist women and girls in selecting careers based on needs and interests
   d. Develop improved counseling materials

5. Vocational and educational counseling for youth offenders and adults in correctional institutions

6. Vocational guidance and counseling to LES students

7. Establish vocational resource center
   a. Equipment unique to the center or used for an unique purpose
   b. Career guidance materials

8. Leadership for vocational guidance and exploration programs at local level
   a. General work experience
   b. Brochures
   c. Career days

MATCHING

May be matched with state and local funds expended in Subpart 2 and Subpart 3 activities.

RESTRICTIONS

Counselors must have a credential that permits the service to be performed and must have two years of work experience in areas other than education.

## VOCATIONAL EDUCATION PERSONNEL TRAINING

## SUBPART 3

### ACTIVITIES

1. In-service training of vocational teachers and other staff members to improve quality of instruction, supervision and administration of vocational education programs.
   a. Workshops related to vocational subjects taught
   b. Workshops to aid vocational supervisors to be more effective
   c. Training of educational aides, tutors, counseling aides

2. In-service training to help overcome sex bias and sex stereotyping in vocational education programs.
   a. Workshops
   b. Institutes

3. Teacher exchange with skilled workers in business, industry, agriculture, and government.

4. Programs involving teaching and work relating to subject matter taught.

5. Short-term institutes or regular-session institutes to improve the qualifications of persons entering into teaching of new and emerging occupations.

### DOCUMENTATION

Reports substantiating activities

### MATCHING

May be matched with state and local funds expended in Subpart 2 and Subpart 3 activities.

## OVERCOMING SEX BIAS AND SEX STEREOTYPING

## SUBPART 3

ACTIVITIES

1. Research
2. Develop curriculum material free of sex stereotyping
3. Develop criteria to evaluate curriculum to determine if free from sex stereotyping
4. Examine current curriculum materials for sex fairness
5. Inservice training of counselors, teachers, administrators

FUNDABLE COSTS

Only vocational education activities may be funded out of VEA

DOCUMENTATION

Reports substantiating activities

MATCHING

May be matched with state and local funds expended in Subpart 2 and Subpart 3 activities.

## DISADVANTAGED, HANDICAPPED, LES/NES

## SUBPART 3

### ACTIVITIES

1. Counselors assigned to provide services in excess of services provided to other vocational students
   a. All guidance and counseling activities except programming
   b. Counselors are assigned to provide services related to disadvantagement, handicap, or LES
      (1) Enabler assigned to handicapped
   c. Must have auditable records showing service rendered

2. Inservice training of vocational teachers and other staff members to improve the quality of instruction, supervision, and administration of vocational education for persons who are disadvantaged, or handicapped, or who are of limited English speaking ability.
   a. Workshops
   b. Short-term or regular-session institutes

3. Train or retrain counselors and guidance personnel to meet the special needs of these persons
   a. Peer counselors

### DOCUMENTATION

1. Counselors
   a. Records showing service rendered
   b. Documentation of job description assigning them to vocational education which verifies time alloted to vocational education

2. Inservice training
   a. Documentation of objectives and/or intent of workshops or institutes
   b. Must relate to needs of disadvantaged, handicapped, or LES/NES students

### MATCHING

Total of Subpart 2 and Subpart 3 direct costs funded by State and local funds may be used to match the Federal funds allocated to Subpart 2 and Subpart 3 on a 50-50 basis. Each category (disadvantaged, handicapped, LES/NES) must be matched separately.

CONSUMER AND HOMEMAKING EDUCATION

USE OF SUBPART 5 FUNDS

BASIC GRANT

Improvement

1. Equipment replacement
2. New equipment
3. Media materials to improve instruction
4. Supplies needed to operate new equipment for first year of operation
5. Bilingual instructor
6. Bilingual aide
7. Ancilliary services designed to improve instructional program
   a. Inservice training
      (1) Release time
      (2) Travel
   b. Consultant services
   c. Community surveys or assessment
   d. Evaluation of CHE program
   e. Clerical assistance in performing ancilliary services

Expansion

1. Cost of an additional class section
2. Program is established on another campus in a multi-campus district
3. Tutors, assistants, classroom aides

New Program

1. Cost of a consumer and homemaking program new to the district

Maintain Where Necessary

Programs developed in one fiscal year may be funded in succeeding years if the following criteria are met:

1. The specific program shows a residual cost
2. Federal funds do not exceed the amount of that program residual cost

Matching

Consumer and Homemaking programs must be matched on a dollar for dollar basis

Restrictions

No Federal funds may be spent for

1. Construction or remodeling of facilities
2. Baby sitting/child care
3. Tuition payment for teachers
4. Stipends for students

## ACTIVITIES FUNDABLE UNDER SUBPART 5
## ECONOMICALLY DEPRESSED AREA

District must identify economic depressed area by one or more of the criteria as established in the State Plan.

District must expend federal funds in areas established by the State Plan for new, improved, or expanded programs designed specifically for residents of depressed areas. Program must be offered in a depressed area.

New

1. Credit or noncredit program offered as an outreach activity on a year-to-year basis.
   a. Program designed to reach those not normally in formal school setting
2. Consumer program designed to meet needs of persons in depressed area offered for the first time.
3. Lease or rent of building to conduct new program.

Improvement

1. Replacement of equipment (Equipment must be for a specific program given
2. New equipment for benefit of residents in a depressed area.)
3. New units of instruction added to program

Expanded

1. Program is established in another depressed area
2. Lease or rent of building to conduct an additional program
3. Mobil unit to take program into depressed areas

Maintain Where Necessary

Programs developed in one fiscal year may be funded in succeeding years if the following criteria are met:
1. The specific program shows a residual cost
2. Federal funds do not exceed the amount of that program residual cost

Matching

Federal funds may be used for 90% of total cost
District funds shall be used for 10% of total cost
If regular Subpart 5 funds are used for Subpart 5 economic depressed area activities, EDA matching requirements apply.

Documentation

1. Must provide information on the intent of the program.
2. There is evidence of attempts to secure participation of persons living in a depressed area.
3. Program description must identify intent of how district plans to serve people living in economic depressed areas.

Differences between programs conducted with basic Subpart 5 funds and depressed area Subpart 5 funds.

Basic

1. Program is generally given for credit.
2. Program may also be a transfer program.
3. Program is designed to provide knowledge in a specific homemaking area not necessarily designed for specific student needs.

EDA

1. Program is designed to meet specific needs of residents of depressed areas
   a. Assist consumers
   b. Help improve home environment
   c. Help improve quality of family life
2. Program is designed to reach those not normally in a formal school setting.

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